

Evaluating the Superintendent in Iowa

A Thesis  
Presented to  
the School of Education  
Drake University

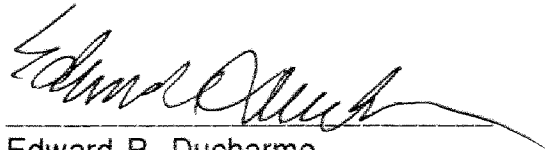
In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

by Joyce Annete Kerr  
May 1994

# Evaluating the Superintendent in Iowa

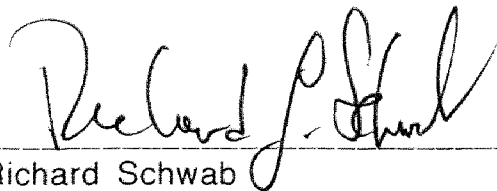
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## EVALUATING THE SUPERINTENDENT IN IOWA

An abstract of a Thesis by

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May 1994

Drake University

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Superintendent evaluative instruments used by Iowa's largest school districts have common methods and criteria which do not reflect the unique circumstances and needs of each district. A data analysis of the criteria and methods to evaluate the superintendents was conducted. The findings show the superintendent evaluative instruments have less of a variety of methods than on types of methods used nationally. Iowa school districts use similar criteria to evaluate superintendents, and similar methods for this evaluative procedure. However, this study shows a strong similarity between the criteria and methods used in Iowa Association of School Boards' sample form and the criteria and methods used in Iowa school districts' instruments to evaluate the superintendents. Further study needs to be done, including all of Iowa's school districts to bring more validity to this study.

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## Chapter 1

The superintendency, the highest ranking professional position in school districts, is critical to instructional programs. Superintendents are the chief executive officers of school boards and their evaluation should be a high priority because so much is dependent on the effectiveness of their office. The basic purpose of any school board is to help insure that students are educationally prepared. The nation's success and youth's success depends on the effectiveness of school systems today. Superintendents are at the helm and the public has a right and responsibility to evaluate the office of the superintendency for its effectiveness.

St. John (1991) argues that administration evaluation is as valid as teacher evaluation: "If systematic and comprehensive performance evaluation makes sense for teachers, it makes double sense for administrators, since no school can be any better than the quality of its leadership" (p. 88).

School boards, being directly responsible to their publics, must have an effective way of evaluating the superintendent. An effective evaluation will help ensure the superintendent's involvement in the effective management of the education in school districts.

First (1990) contends the superintendent evaluation is the responsibility of the board: "The selection of a superintendent of schools is the primary responsibility of a board of education. In law, tradition, and practicality, it is the board's priority job. The equally important corollary to this awesome responsibility is the effective evaluation of the chosen superintendent" (p. 40).

Redfern (1980) summarizes the board's responsibility:

Though individual school board members have many opportunities to observe and evaluate a superintendent's performance, it is clear that such informal evaluations cannot provide the board with a complete picture of the superintendent's effectiveness in carrying out her (his) complex job. Regular, formal evaluations offer boards the best means of assessing their chief administrator's total performance (p. 4).

Superintendents must be assured they are performing to the expectations of their school boards and communities. School boards must provide a process and instrument that describes these expectations and evaluates individuals accordingly.

The State of Iowa addresses assessment of superintendents by a law requiring regular, formal evaluation. Iowa Code 279.23A (1987) stipulate: "The board shall establish written evaluation criteria and shall establish and annually implement evaluation procedures. The board shall also establish written job descriptions for all supervisory positions."

Iowa is one of many states with provisions for superintendency evaluations in their law. For example, New Jersey provides more specificity than Iowa law in its Administrative Code (N.J.A.C. 6:3-1.22) stating that the purposes of the evaluation are to:

- (1) promote professional excellence and improve the skills of the chief school administrator;
- (2) improve the quality of the education received by the pupils served by

the public schools;

(3) provide a basis for the review of the performance of the tenured chief school administrator.

The state of Ohio also mandates superintendent evaluation. Braddom (1986) reveals the reasoning behind the law, *"Regular, detailed evaluation (and the feedback it entails) is crucial if a superintendent is to continue functioning well in the job. In fact, that's why a number of states, including Ohio, mandate regular evaluations for top school administrators"* (p. 28).

Legal requirements in Ohio (House Bill 769) specify:

Each board of education shall adopt procedures for the evaluation of its superintendent and shall evaluate its superintendent in accordance with those procedures. An evaluation based upon such procedures shall be considered by the board in deciding whether to renew the superintendent's contract.

These procedures may include individual board members evaluating the superintendent using a standard form, each board member writing evaluative paragraphs, and a formal meeting with the superintendent to explain the results. Board members may review the superintendent's strengths and weaknesses, and goals and objectives. The final written evaluation should list the set of goals for the coming year.

#### Rationale for the Study

National research studies have gathered data on the various processes which school boards have developed to evaluate superintendents, and superintendents' reactions to those processes. Research on the evaluation of



the superintendency is limited as is research on the instrument used for evaluation. Robinson and Bickers (1990) state:

*Much attention has been given to the development of effective procedures for assessing student performance, teacher performance, and administrative performance. Comparatively little effort, however, has been given to the development of effective procedures for evaluating objectively the performance of the school superintendent. Even less attention has been given to the development of effective procedures for evaluating the performance of the school board* (p. iv).

This study reviews superintendency evaluation. In it, I compare various evaluative instruments in Iowa, not including the evaluative process itself. This study will add to the data currently available by comparing the types of evaluative instruments used in Iowa.

#### Review of Literature

I reviewed the literature related to the evaluative process and instruments school districts use for the chief executive officer. The review revealed that the evaluation of the superintendent is a common occurrence. Robinson and Bickers (1990) report in the *Educational Research Service Report: Evaluation of Superintendents and School Boards* that almost 90% of superintendents responding to the survey were evaluated at least once a year (p. 1). The literature reveals that communities have a need for assessment.

Redfern (1980) approaches this topic with these reasons: "*Evaluation plays many roles. It is motivational. It is an aid in planning. It is developmental.*

*It aids in communication. And ultimately, effective evaluation helps to assure a good education for students in our nation's schools"* (p. 71).

Since the 1980's , there have been numerous books, articles, and conference papers on the chief executive's evaluation (Redfern, 1980; Robinson & Bickers, 1990; Murphy & Hallinger, 1986; Chand, 1984; New Jersey School Boards Association, 1987; Thomas & Vornberg, 1991; Dickinson, 1980; Calzi & Heller, 1989; Braddom, 1986; Lindgren, 1985; Jones, 1981; Appel, 1980; Kalkhoven, 1981). This literature provides many insights into the superintendent's evaluative process including districts' struggles with the sensitivity of evaluating superintendents when the school board members are lay people often not knowing what is expected for the superintendency position. All too often the evaluation of a superintendent is overlooked until there arises a need for evaluation such as providing a legal basis for firing the superintendent for lack of appropriate performance.

Most of the literature indicates a reliance on practical experience rather than statistical studies. However, this literature is helpful in deciding the components used in comparing the instruments in this study.

I compared the instruments using two subtopics: the methods or techniques used for the evaluative instrument, and the criteria in each instrument used for evaluating the performance of the superintendent.

The literature addressing methods or techniques for evaluative instruments agrees that the most common have been various forms of the checklist/rating scale. This observation is verified by the results of the 1989

Educational Research Service's nationwide survey which states "...nearly 80 percent of responding superintendents noted the checklist or rating scale were used in their evaluations" (Robinson and Bickers, 1990, p. 6).

The New Jersey School Board Association (1987) uses the word "traditional" to describe the checklist form. Jones (1981) indicates, "checklists and rating scales are popular because they are fast and often give the appearance of exactness" (p. 11). Kalkhoven (1981) describes this model as "being most popular" (p. 9). Jones (1981), however, comments on the weaknesses of the checklist form and rating scale:

*There are several weaknesses in the evaluation and rating of characteristics. These weaknesses are:*

- 1) These ratings are a collection of personal judgments.*
  - 2) The meaning of excellent, average, etc., differs from person to person.*
  - 3) There is a difference between possessing a skill, etc., and exercising it*
- (p. 11).

The *Evaluation of Superintendents and School Boards* (Robinson & Bickers, 1990) provides information about the current status of superintendent and school board assessment practices. The report describes the results of a nationwide Educational Research Service survey of superintendents which queried them on current evaluation practices and produced a table which categorized the responding superintendent's evaluative instrument into six techniques: performance checklists/rating scale; written comments (essays); interviews of students, etc.; discussion among board members; observation by

an outside party; and other (see Table 1).

Table 1

Techniques Used in Evaluating Superintendents

Techniques	Percentage
Performance checklists/rating scales	79.7
Written comments (essays)	60.8
Interviews of students, etc.	1.1
Discussions among board members	70.5
Observation by an outside party	0.9
Other	2.5
No response	1.1
<hr/>	
N = 645	

Note: Answered only by those who indicated they were formally evaluated at least once a year.

Source: Robinson and Bickers (1990), *Evaluation of Superintendents and School Boards*, p. 37.

Chand (1984) comments on the essay type, graph type, and compulsory choice type. Kalkhoven (1981) includes in her writing the performance appraisal method. Redfern (1980), in *Evaluating the Superintendent*, cites the essay evaluation, graphic rating scale, forced choice rating, work standards model, performance standards, evaluation by objectives, and management by

objectives.

More literature on the criteria in which superintendents are evaluated exists than literature on the methods. However, most of the literature is not empirical in nature. Authors speak about including curriculum, educational management, school and community relations, fiscal responsibility, and such in the evaluative criteria (Appel, 1980; Braddom, 1986; Thomas, 1991) without reference to statistical bases for including these criteria.

St. John (1991) uses eight major categories: professionalism, planning/decision making, organizing and coordinating, communicating, motivating, performance monitoring and evaluating, professional development, and human and public relations (92-94).

Redfern (1980) lists the major areas of responsibility as: (1) board relations, (2) community/public relations, (3) staff personnel management, (4) business and fiscal management, (5) facilities management, (6) curriculum and instructional management, (7) management of student services, (8) comprehensive planning, and (9) professional and personal development (p. 4).

Braddom (1986) emphasizes the three areas needed on the evaluative form as people management, goal achievement, and personal qualities (p. 29).

Blair (1990) refers to a study conducted by Maurice Haugland:

*A study by Maurice Haugland (1987) pinpointed expected competencies of the superintendent as perceived by school boards and by superintendents. The three most important competencies designated by superintendents were: 1)*

*superintendent/board relations, 2) personnel management, and 3) public relations. Those expected by school boards were: 1) personnel management, 2) school finance, and 3) curriculum development (p. 141).*

Herman (1991) details five major performance areas to be evaluated: management, professionalism, leadership, communications, and job specifics (p. 83).

Robinson and Bickers (1990, pp. 32-35) include 13 factors and superintendents' opinions of which criteria were highly important factors in their most recent evaluations, (see Table 2).

Table 2

Superintendents' Opinions of Which Criteria Were Highly Important Factors in Their Most Recent Evaluations

Criteria	Percentage
General effectiveness of performance	72.9
Degree to which performance objectives achieved	31.8
Leadership of the instructional program	48.1
Knowledge of trends in the field of education	28.8
Student achievement outcomes	18.6
Levels of agreement between board/superintendent priorities	50.5
Board/superintendent relationships	75.1
Staff/superintendent relationships	50.2
Student/superintendent relationships	19.8
Parent and community/superintendent relationships	49.3
Personal characteristics	49.2

Recruitment, employment and supervision of personnel	36.1
Budget development and implementation	56.6

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N = 613

Note: Answered only by those who indicated they were formally evaluated at least once a year and who provided an opinion on individual items.

Source: Robinson and Bickers (1990), *Evaluation of Superintendents and School Boards*, pp. 32-35.

Robinson and Bickers (1990) summarize:

The literature suggests numerous criteria for evaluating superintendent performance. Although the particular criteria vary from source to source, those suggested are similar enough to permit reasonable generalizations. The following list of criteria for evaluating the performance of the superintendent of schools appears to constitute a consensus based on recommendations from various authors and agencies contributing to the literature. Listed are: relations with school board, relations with professional staff, public and community relations, student management and relations, business/fiscal management, professional and personal characteristics, achievement of district goals, curriculum and instructional management, and policy versus administration (pp. 9-10).

I chose the above list for this study as the basis for comparing criteria used

by Iowa school districts for the evaluation of the chief executive officer because most Iowa instruments include the same criteria listed by Robinson and Bickers.

The literature has adequate continuity to support the choices made for comparing the type of methods being used and the criteria being used to evaluate the superintendents in the state of Iowa. However, the criterion, general effectiveness of performance, reoccurs numerous times in the Iowa instruments. Therefore, I added this criterion to Robinson and Bickers's criteria categories for this study.

#### Statement of the Problem

Superintendent evaluative instruments used by Iowa's largest school districts have common methods and criteria which do not reflect the unique circumstances and needs of each district.

Previous research findings demonstrate that most school districts have a superintendency evaluation which uses the traditional checklist/rating scale. Previous research by Redfern (1980), St. John (1991), Braddom (1986), Blair (1990), and Herman (1991) suggest numerous criteria for evaluating the chief executive officer's performance. The criteria vary from source to source, but many of these criteria constitute a consensus from various authors.

The Iowa Association of School Boards published a sample evaluative instrument (1988) to help school districts comply with evaluation procedures mandated by the State of Iowa (Chapter 279.23A, Iowa Code) (see Appendix A). This sample instrument evolved from a doctoral dissertation (Lueders, 1987). The introduction specifically states this form "should not be adopted as



written but rather that each district should develop a procedure which fits the needs and circumstances of that individual district," (p. 1).

My analysis of the superintendent evaluation instruments being used by Iowa's 30 largest school districts reveals that the majority of these instruments contain the same generalized criteria and methods as in the Iowa Association of School Boards' sample form. The Iowa Association of School Boards' comment about the need for an instrument to be unique to each district is not evident when these instruments are examined and compared.

In this study I examine two aspects of these 30 instruments: the methods used for the evaluation instruments and the criteria within these instruments.

First, the criteria are categorized on a matrix using the thirty Iowa instruments. The categories are relations with the school board, relations with the professional staff, public/community relations, student management relations, business/fiscal management, professional and personal characteristics, achievement of district goals, curriculum and instructional management, policy vs. administration, and general effectiveness of performance.

Second, the methods being used by each district are charted using these categories: checklist/rating scale, essay, evaluation by objective, and traits and skills. The categories of forced choice, graphic profile, and performance work standards are not included because none of the 30 instruments used these methods.

In this study I included only Iowa's public schools which rank from first to

thirtieth in pupil enrollment. The size of sampling is manageable, yet representative of the significant population of Iowa. The rank in size and evaluation instruments are all from the 1991-1992 school year. This sample size compares Iowa's superintendent evaluations to national research, and, in particular, the methods used and the criteria contained within the instrument.

It is my purpose to determine the extent of differences and similarities in criteria, and the methods used by Iowa school districts to evaluate superintendents based on the desirability that districts develop instruments which fit needs and circumstances of each district.

## Chapter 2

### Results and Findings

#### Introduction

In this study I examine the differences among school superintendent evaluative instruments in the State of Iowa. I specifically examine differences in the criteria used to identify effective superintendent characteristics and the methods of evaluations to determine if the criteria are met. The purpose of this study is to determine what differences exist in district processes and criteria to evaluate superintendents.

#### Research Questions

The following research questions guide this study:

1. Do large Iowa school districts differ from one another in the use of criteria to evaluate superintendents?
2. Do large Iowa school districts differ from one another in the use of methods to evaluate superintendents?

#### Methodology

In addressing research question one, I conducted a content analysis of the criteria to evaluate superintendents. I developed a matrix to include criteria categories along the side and the 30 largest enrollment Iowa school districts across the top (see Appendix B, Table 5).

Three experts independently looked at each instrument, checking which criteria were included in the instrument. I then reviewed each matrix completed by the experts for consistency and labeling, and made a frequency count of the

items. I then identified and recorded outliers or ones that did not fit into common categories .

### Definition of Terms

*Instrument* refers to the written form of the evaluation used by school districts to appraise the performance of their chief executive officer, the superintendent. The instruments in this study were utilized by school districts for the 1991-1992 school year.

*Methods* refers to the techniques or means of evaluating the superintendent's performance.

*Criteria* refers to the actual components found within the instrument, the categories from which the superintendent is evaluated. *Criteria* will indicate the contents and standards by which school districts assess the performance of their chief executive officer.

*Size* refers to the pupil population of Iowa's school districts in this study, the thirty largest school districts from the 1991-1992 listing of districts by pupil size published by the Iowa Department of Education which uses the term rank to designate relative position among the districts.

### Sample

In this study I analyze data drawn from the most recent superintendent performance evaluation instruments available, the 1991-1992 school year. I obtained copies of the superintendent performance evaluation instruments from the largest 30 school districts in Iowa. The 30 school districts in this study comprise only 7.1% of Iowa's districts but contain 43.8% of Iowa's total student

enrollment (see Appendix B, Table 6).

#### First Question

Do large Iowa school districts differ from one another in the use of criteria to evaluate superintendents?

#### Data Analysis

Data from the 30 instruments are on a matrix categorizing the most common types of criteria used as found in the review of literature: relations with the school board, relations with professional staff, public and community relations, student management and relations, business/fiscal management, professional and personal characteristics, achievement of district goals, policy versus administration, and general effectiveness of performance.

Three experts, former Iowa superintendents and presently regional consultants with the Iowa Department of Education, independently analyzed the 30 instruments checking each criterion found within the document (see Appendix B, Table 5). A frequency count was done for the frequency of each criterion. Since three independent experts analyzed the instruments, each criterion category had a possible count three times the count of the instruments (see Table 3).

Four of the instruments use the method of traits and skills which is not conducive to evaluating the criteria chosen for this study. I eliminated another instrument because it does not reflect the basic foundation that the school board is using the instrument to evaluate the superintendent, but used by the staff for superintendent evaluation. A percentage was calculated from the frequency,

number being 75.

Table 3

Criteria Used By Iowa School Districts To Evaluate Superintendents

Criteria	Frequency Percentage	
		%
Relations with school board	75	100
Relations with professional staff	73	97.3
Public and community relations	71	94.7
Student management and relations	18	24.0
Business/fiscal management	63	84.0
Professional and personal characteristics	74	98.7
Achievement of district goals	55	73.3
Curriculum and instructional management	54	72.0
Policy versus administration	52	69.3
General effectiveness of performance	65	86.7

$N = 25 \times 3 = 75$  Each instrument was analyzed by three experts.

Note: Frequency totals more than 75 and percentage totals more than 100

because instruments used several criteria within one evaluative form.

The most commonly used criterion is the relations with school board. Each instrument contains this category. Three other criteria overwhelmingly being used by school boards are: professional and personal characteristics, 98.7%; relations with professional staff, 97.3%; and public and community relations, 94.7%. According to the above data, superintendent relations with the board, professional staff, and the public are consistently important to the school

boards of Iowa.

### Second Question

Do large Iowa school districts differ from one another in the use of methods to evaluate superintendents?

### Data Analysis

Data from the 30 instruments are on a matrix categorizing the most common types of methods being used as found in the review of literature: the checklists/rating scale, evaluating by objective, and traits and skills (see Appendix B, Table 7). A frequency count was made for the frequency of each method used by school districts to evaluate the superintendent. A percentage was calculated from the frequency, sample number totaling 30 (see Table 4).

Table 4

#### Methods Used By Iowa School Districts To Evaluate Superintendents

Method	Frequency	Percentage
Checklists/rating scale	26	86.7
Evaluation by objective	8	26.7
Traits and skills	4	13.3

N = 30

Note: Frequency totals more than 30 and percentage totals more than 100 because some instruments used two different methods within the same

document.

Data, using a frequency count, for Iowa's school district superintendent evaluative instruments reveal 86.7% employ the checklists/rating scale method, 26.7% employ the evaluation by objective method, and 13.3% employ the traits and skills method.

#### Limitations

The internal validity of selection was lessened when five of the instruments could not be included in the criteria sample. Four of the instruments use a form not conducive to the criteria chosen for this study. A "Traits and Skills" approach is being used, not a listing of criteria. The fifth instrument is not valid for the study because staff rather than the school board use this instrument to evaluate the superintendent of the district. This lowers the sample number from 30 to 25 for the analysis of criteria to evaluate superintendents in Iowa.

Also, the external validity is weakened by the nonrandom sample selected for analysis. This study can only be generalized to the larger school districts in Iowa since only instruments from the 30 largest districts are evaluated in this study. Therefore, this study is not representative of the total population which might interest other researchers.

#### Summary

The Iowa sample does not exhibit a variety of criteria and methods in superintendent evaluations. While the instruments themselves may appear unique, the methods and criteria are similar throughout most of the Iowa instruments.



This study incorporates a content analysis design approach to analyze the criteria used to evaluate superintendents and the methods of evaluations that are utilized in determining if the criteria are met.

In this study I was interested in the sample representing districts which have used evaluation instruments before the state of Iowa mandated the practice in 1987. These districts would have had the time to revise and refine the instrument for more effectiveness. The validity of the instrument used will be increased by using the largest school districts as the sample. It is my contention that larger school districts are more likely to have trained board members who are oriented and are demanding to current practices such as having formal evaluations of the superintendent even before Iowa made it a law.

Schmuck and Schmuck (1989) found a growing estrangement between school board members and the educational professionals of many of the small towns they visited.

The few professionals who have stuck it out in economically depressed towns typically refused to run for the board. Small business owners, too, with their profits diminishing, considered it too risky to make controversial decisions in the community and, therefore, refused to run for the school board (p. 9).

More board members who are professionally trained reside in larger communities than in rural areas. These professionals are likely to be employed by businesses which formally evaluate employees. Therefore, board members who are accustomed to evaluations will more likely demand the same for the school superintendent. Those school districts with professionals as school

board members will also demand review and revision of instruments making the instruments more comprehensive in evaluating the districts' superintendents.

I presuppose the instruments being used by the largest 30 districts are descriptive in terms of what Iowa's school districts are practicing in evaluating the superintendents.

The categories of criteria contained within the instruments are highly generalized in this study justified by the lack of precision describing similar concepts and inexact language. The study is strengthened by using three independent experts to analyze each instrument and using a frequency count which employed the averaging of these three experts scores.

I used the categories for methods and criteria to study the frequencies among these thirty districts despite these limitations. Several factors led to this decision. First, this study is a preliminary study for further intensive study including all Iowa school districts. Second, other methods of sampling have their own limitations. The random sampling will produce instruments which are still more likely to be tentative and in a draft stage.

Future efforts may be geared toward a more inclusive sample from Iowa for researchers wishing to do so.

### Findings

The Iowa sample proves to have less of a variety of methods than review of literature on types of methods used nationally. Of the 30, 26 use the checklist/rating scale with some variations. Four use the traits and skills method.

The review of literature indicates the most common methods are checklists/rating scale (79.7%) and the written comments or essays (60.8%). This is compared to the large districts in Iowa's use of the checklist/rating scale method at 87.7%; evaluation by objective method at 26.7%; and traits and skills method at 13.3%.

The criteria in Iowa's instruments are very similar to those stated in the review of literature and the Iowa Association of School Boards' sample form.

### Discussion

The sample form created by the Iowa Association of School Boards uses the checklist/rating scale method. The criteria indicated within the sample form consist of four parts: general performance traits and characteristics, performance factors, performance toward district goals and objectives, and performance on improvement targets.

The performance factors are subcategories as follows: improving the educational process, working with the board, developing staff, managing operations, working with the community, and the professional and personal development. This listing is consistent with the criteria found in the Iowa sample. The Introduction to the Iowa Association of School Boards sample form (1988) states:

This material is a suggested sample or guide and should be treated as such. It is not intended that this sample procedure should be adopted as written but rather that each district should develop a procedure which fits the needs and circumstances of that individual district.

However, many instruments resemble the Iowa Association of School Boards sample form, including three instruments which are identical in all aspects, and two instruments having few changes with IASB's sample form.

Two different sets of instruments are exactly like each other. (Form X is identical with form Y, and form A is identical with form B. These four instruments are not similar to IASB's form.)

The Iowa Department of Education published a suggested administrative evaluation form in 1974. The sample is an older one and not as consistent in the categories of criteria as the sample from the Iowa Association of School Boards.

This form is a checklist/rating scale method. The criteria include: administrative functions such as goals and objectives, organization, operational practices, discipline, innovative practices, evaluative abilities, in-service programs, public relations; professional characteristics such as; professional preparation and growth, recognition and acceptance of responsibilities, professional ethics; and personal characteristics such as; personality, personal ethics, and communication skills.

#### Recommendations

Further study needs to be done to bring more validity to this narrow study. First, all Iowa school district superintendent performance instruments should be evaluated. These findings will dispute or confirm the findings using only the largest school districts in Iowa.

Another recommendation is to conduct a study using a questionnaire to

obtain data about how Iowa school boards develop the evaluative instrument. The questionnaire should be developed so as to provide information about the use of samples and guidelines which might influence the board during the process of developing the evaluative instrument.

### Summary

The Iowa districts are using instruments to evaluate the performance of superintendents consistent with the instruments being used throughout the United States in methods and criteria. However, the sample created by the Iowa Association of School Boards seemingly has a strong bearing on the type and content of the district instruments found in this study. As stated previously, many of the instruments resemble the Iowa Association of School Boards sample form, both in method and criteria. These instruments lack the uniqueness of the districts' needs and circumstances, therefore, making them inappropriate for the school districts to use to evaluate the superintendents.

Code of Iowa 279.23A became law in 1987. Many school districts were already practicing formal evaluative processes for the superintendent. Some districts started the formal evaluation after Iowa Code 279.23A became law. I conclude school districts needing to start a formal evaluation after 279.23A became law would inquire about the proper structure of such an instrument from the state school board association, the Iowa Association of School Boards.

This study indicates the Iowa Association of School Boards serves as a catalyst for the implementation of instruments which employ the same methods and criteria as this association's sample evaluative form. These instruments, as

a whole, do not exhibit a variety of criteria and methods in superintendent evaluation as the review of literature indicates for school districts across the United States. However, the Iowa instruments do resemble the criteria and methods used in Iowa Association of Boards' sample form.

### Conclusion

Iowa school districts use similar instruments to evaluate the superintendent. The most common method in use is the checklist/rating scale with 87.7% of the instruments analyzed. The criteria within the instruments are similar across Iowa's school districts.

In my study I contend that Iowa school districts do use similar criteria to evaluate superintendents, and similar methods for this evaluative procedure. However, this study shows a strong similarity between the criteria and methods used in Iowa Association of School Boards' sample form and the criteria and methods used in Iowa school districts' instruments to evaluate the superintendents.

The similarity of instruments compared to the Iowa Association of School Boards' sample form may be explained by a variety of reasons: lack of time, creativity, and money. Further, the sample form meets the guidelines for evaluating the superintendent as recommended by the school board, and districts may have succumbed to conveniently adopting the Iowa Association of School Boards' sample form.

Different communities across Iowa are all unique in needs and circumstances. If school boards use a wider range of evaluative instruments

reflecting the uniqueness of the communities, possibly school boards could get a better, more complete summation of the performance of superintendents, aiding in higher quality of actions such as hiring, firing, accomplishment of school district goals, and ultimately more effective school systems offering a higher standard of education for students.

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## APPENDIXES

## APPENDIX A

# ***Superintendent Performance Evaluation***

*Published by:*



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Iowa Association  
of School Boards  
Insurance Exchange Building, #927  
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Des Moines IA 50309-2316  
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### INTRODUCTION

The primary purpose of the superintendent's evaluation is the improvement of performance. The essence of performance evaluation requires the board and superintendent to address what the superintendent is attempting to accomplish, to assess how well the superintendent is doing and to define the areas and priorities for improvement. Performance evaluation should be formative in that it provides a basis for growth. It may however be used in a summative manner to consider contractual issues. An effective evaluation process should provide the foundation for a good superintendent-board working relationship.

The purpose of this publication is to assist boards of directors in developing a procedure and an instrument for the evaluation of their superintendent. Boards are required by law to establish written evaluation criteria and annually implement evaluation procedures (Chapter 279.23A, Iowa Code).

School boards should carefully study this material, and adopt a superintendent evaluation policy that meets the needs of their district. This material is a suggested sample or guide and should be treated as such. It is not intended that this sample procedure should be adopted as written but rather that each district should develop a procedure which fits the needs and circumstances of that individual district. To be effective, both the board and the superintendent should agree on the evaluation procedures to be followed and the items to be included in the evaluation instrument. We believe it is most important that the school board and the superintendent work together to develop the factors involved in the evaluation of the superintendent.

### EVALUATION CYCLE

The board should establish a written policy on superintendent evaluation which would include a statement of purpose and procedures to be followed. The procedures should include an annual written evaluation conducted by a minimum of all board members, with a copy of the evaluation presented to and discussed with the superintendent. The written procedures should include an annual schedule of activities to assure integration of the superintendent's performance evaluation with the overall management system of the district. The annual evaluation cycle of the superintendent should coincide with the school district's fiscal year. Based on a July 1 to June 30 fiscal year, the following activity schedule is recommended:

<u>Month</u>	<u>Activity</u>
May	Board approves district goals for fiscal year.
June	Superintendent's appraisal form including key district goals developed and mutually approved.
January	Progress report on district goals. Mid-year review of superintendent's performance.
May	Review district goals of previous year. Board approves district goals and budget for fiscal year.
June	Pre appraisal meeting held. Board members complete evaluation of superintendent. Board president compiles evaluation results. Evaluation meeting held. Superintendent's Performance Improvement Targets developed.
July-Aug	Action plans and budget set for superintendent's Performance Improvement Targets.

Applicable state laws, personnel practices and customs should also be considered with the cycle. Primary emphasis should be placed on the June year-end evaluation. Accomplishments and weaknesses in performance based on the evaluation criteria of the previous year should be identified. Performance Improvement Targets should be mutually developed to strengthen and improve performance. Monetary and incentive compensation could also be linked to the June year-end evaluation in addition to any mid-year statutory contractual modifications.

INSTRUCTIONS ON USE OF APPRAISAL FORM

- A. The board and superintendent meet in a pre-evaluation conference to review the appraisal instrument and procedures. The superintendent may report to the board on the current status of each goal statement.
- B. Each board member completes an appraisal form. In this phase of the evaluation process, each board member works independently without consulting any other board member to rate the performance of the superintendent. Written comments relating to any item are encouraged. Comments with specific reference to documents or events are particularly valuable for any unusual ratings.
- C. The superintendent completes a self-assessment using the appraisal form.
- D. Completed forms from individual board members are returned to the board president.
- E. The board president compiles data for each item into a frequency distribution and an average rating. The average ratings for each item are used to calculate an average score of each section. The three section scores are used to calculate a weighted final rating. Individual board members' responses are not identified by name.
- F. A copy of the composite evaluation is given to each board member. This is a confidential document and should not be shared with people other than the board members.
- G. The board meets and reviews the composite ratings. Each board member's completed appraisal form is returned based on the ID number. The composite score for each item, section, and final rating represents the assessment of the entire board and is given primary importance over individual board member's ratings. The board may wish to review the composite ratings without the superintendent present to clarify and further define its appraisal.
- H. The superintendent is provided a copy of the board's composite rating form. The superintendent's self-assessment may be presented to the board or used as a point of reference by the superintendent during the evaluation meeting. The board members and the superintendent have the opportunity to fully discuss all aspects of the appraisal. Board members may change their ratings based on the review discussion.
- I. The meeting to review the evaluation may be held in an open or closed session of the board based on the provision of the open meetings law.
- J. The superintendent is given the opportunity to submit written comments to the various sections of the appraisal form. The superintendent's written comments are attached to, or transferred to, the final written composite evaluation and placed in the superintendent's personnel file.
- K. Performance goals mutually approved are incorporated into the next year's appraisal form in Section III.
- L. Performance Improvement Targets are identified, with appropriate action plans, appraisal methods and timelines developed, and placed in Section IV of next year's evaluation form.



SAMPLE

## SUPERINTENDENT'S APPRAISAL FORM

SAMPLE

19\_\_ - 19\_\_ School Year

☐ Board Member Form; Date Completed \_\_\_\_\_; ID Number: \_\_\_\_\_

☐ Board of Director's Composite Form; Date Reviewed with Superintendent \_\_\_\_\_

PROCESS

This form is to be completed by each member of the Board of Directors. Please respond to the statements honestly and frankly in reference to the performance of the superintendent during the past year. Written comments are encouraged particularly for unusual ratings.

Do not sign your name; all responses will remain anonymous. The ID number will assist you to retrieve your form at the time the composite evaluation is reviewed.

FORMAT

The superintendent's evaluation document consists of four (4) sections as follows:

- Section I     Comprises general performance traits and characteristics, which are important, but may not have a critical impact on performance.
- Section II    Consists of selected performance factors compiled from the position description, critical work activities, and the district's administrative philosophy. Since these performance factors are the primary areas of responsibility, they are more important than performance traits.
- Section III   Contains the specific district goals and objectives agreed to by the board and the superintendent as requiring special emphasis during the evaluation period. Insofar as possible, these should be numerically measurable. These are the most important performance areas.
- Section IV    Contains specific Performance Improvement Targets to be used to improve performance for the next evaluation cycle. The performance profile from Section I and II should be used to suggest the factors and criteria for each target. Data from Section III will also be integrated, when appropriate, in establishing performance of improvement targets.

INSTRUCTIONS

Use the following numerical scale to indicate your appraisal in Section I, II and III of the superintendent's performance during the preceding school year:

- | MARGINAL   | FAIR | COMPETENT | COMMENDABLE | DISTINGUISHED |
|--|------|-----------|-------------|---------------|
| 1  | 2    | 3         | 4           | 5             |
| 1. Marginal: Performance is clearly below acceptable level. (Does not meet district standards)                                 |      |           |             |               |
| 2. Fair: Performance comes close to being acceptable but needs further development. (Needs improvement)                        |      |           |             |               |
| 3. Competent: Performance is acceptable, satisfactory, sufficient. (Meets district standards)                                  |      |           |             |               |
| 4. Commendable: Performance is noticeably better than "acceptable." (Exceeds district standards)                               |      |           |             |               |
| 5. Distinguished: Outstanding performance is clearly obvious. (A special category to recognize exemplary district performance) |      |           |             |               |

SECTION I. GENERAL PERFORMANCE CHARACTERISTICS

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

SUPERINTENDENT:

(circle your rating)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Maintains poise in stressful situations while continuing to function in a professional manner. | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrates patience, understanding, consideration, and courtesy.                             | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates the initiative and persistence needed to accomplish goals and objectives.         | 1 | 2 | 3 | 4 | 5 |
| 4. Creates a feeling of unity and enthusiasm among those in contact with the superintendent.      | 1 | 2 | 3 | 4 | 5 |

# SECTION I. GENERAL PERFORMANCE CHARACTERISTICS (Continued)

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

## SUPERINTENDENT:

5. Demonstrates ability to work with members of the Board of Directors, administrative team, teachers, students, and parents.	1	2	3	4	5
6. Earns respect of professional staff members, students, community, and others with whom the superintendent works.	1	2	3	4	5
7. Shows interest and enthusiasm toward work.	1	2	3	4	5
8. Functions effectively under pressure(*).	1	2	3	4	5
9. Effectively devotes time and energy to the job(*).	1	2	3	4	5
10. Demonstrates courage in making recommendations and providing friendly constructive criticism(*).	1	2	3	4	5
11. Shows a willingness to try new approaches or methods(**).	1	2	3	4	5
12. Provides verbal communication which is clear, concise, and positive(**).	1	2	3	4	5
13. Demonstrates ability to write in a clear, accurate, logical manner(**).	1	2	3	4	5

## SECTION I. AVERAGE SCORE: \_\_\_\_\_

EVALUATOR'S COMMENTS:

SUPERINTENDENT'S COMMENTS:

## SECTION II. PERFORMANCE FACTORS

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

## SUPERINTENDENT:

## IMPROVING THE EDUCATIONAL PROCESS

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Participates with staff, board and community in studying and developing curriculum improvements.   | 1 | 2 | 3 | 4 | 5 |
| 2. Monitors and makes recommendations for courses of study and graduation requirements in the district.                                       | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates ability to organize staff for smooth and efficient operations while attaining district goals.                                 | 1 | 2 | 3 | 4 | 5 |
| 4. Organizes a planned program of curriculum evaluation and assessment.   | 1 | 2 | 3 | 4 | 5 |
| 5. Provides positive, responsible leadership for coordination, development, and support of the educational program(*).                        | 1 | 2 | 3 | 4 | 5 |
| 6. Serves as an effective leader for the administrative team(*)   | 1 | 2 | 3 | 4 | 5 |
| 7. Demonstrates the ability to implement educational innovations and successful curriculum changes which improve the educational program(**). | 1 | 2 | 3 | 4 | 5 |
| 8. Promotes staff development activities appropriate to meet the goals of the district and staff(**).   | 1 | 2 | 3 | 4 | 5 |
| 9. Encourages high personal expectations in the performance of all personnel and students(**).  | 1 | 2 | 3 | 4 | 5 |

## WORKING WITH THE BOARD

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 10. Promotes a feeling of teamwork between the board and administrative team(*)  | 1 | 2 | 3 | 4 | 5 |
| 11. Strives to create and maintain a harmonious and trustworthy working relationship between and among board members and superintendent(*) | 1 | 2 | 3 | 4 | 5 |
| 12. Keeps the board informed on problems, solutions, and general operations of the school system(*)  | 1 | 2 | 3 | 4 | 5 |

## SECTION II. PERFORMANCE FACTORS (Continued)

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

## SUPERINTENDENT

13. Offers professional advice to the board on all matters requiring board action, placing before the board such facts and quality information as needed to make informed decisions(\*\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

## DEVELOPING STAFF

14. Demonstrates positive professional relationship with district personnel.
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
15. Seeks to foster high morale and cohesiveness among all employees.
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
16. Encourages participation of appropriate staff members and groups in planning procedures and policy interpretation(\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
17. Effectively implements and monitors the performance evaluation systems for all district personnel(\*\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
18. Makes decisions with counsel and advice of appropriate staff(\*\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
19. Encourages research and creativity among employees(\*\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

## MANAGING OPERATIONS

20. Decisions are well-defined, objective, timely, and lead to successful and practical results.
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
21. Gains respect and support of the community on the conduct of the school operations(\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
22. Objectively evaluates programs, practices, and personnel(\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
23. Provides leadership skills to assist the board in the process of planning long- and short-range goals(\*\*).
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

## SECTION II. PERFORMANCE FACTORS (Continued)

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

## SUPERINTENDENT:

## WORKING WITH THE COMMUNITY

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 24. Solicits and gives attention to problems and opinions of all groups and individuals.   | 1 | 2 | 3 | 4 | 5 |
| 25. Establishes and maintains a program of public relations to keep the public informed about policies, practices, goals, problems, and accomplishments of the district's schools. | 1 | 2 | 3 | 4 | 5 |
| 26. Presents a positive image of the school by participation in community life and activities(*).  | 1 | 2 | 3 | 4 | 5 |
| 27. Establishes open communication with students, staff, and parents(*)  | 1 | 2 | 3 | 4 | 5 |
| 28. Strives to build effective relationships between business, industry, and the school district(**).  | 1 | 2 | 3 | 4 | 5 |
| 29. Maintains communications with city officials and developers to maximize long-range planning(**).   | 1 | 2 | 3 | 4 | 5 |
| 30. Solicits parent and community input and commitment to district goals, policies, and programs(**).  | 1 | 2 | 3 | 4 | 5 |
| 31. Exercises leadership in the development and execution of positive school-community relations program(**).  | 1 | 2 | 3 | 4 | 5 |
| 32. Strives to develop cooperative and effective relationships with news media(**).  | 1 | 2 | 3 | 4 | 5 |
| 33. Maintains liaison with state and federal legislators in an effort to accomplish legislation for school improvement(**).  | 1 | 2 | 3 | 4 | 5 |

## PROFESSIONAL AND PERSONAL DEVELOPMENT

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 34. Earns respect and standing among professional colleagues.   | 1 | 2 | 3 | 4 | 5 |
| 35. Possesses and maintains the health and energy necessary to meet the responsibility of the position. | 1 | 2 | 3 | 4 | 5 |

## SECTION II. PERFORMANCE FACTORS (Continued)

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

SUPERINTENDENT:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 36. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.                                  | 1 | 2 | 3 | 4 | 5 |
| 37. Strives to keep current on educational trends(*).   | 1 | 2 | 3 | 4 | 5 |
| 38. Actively participates in professional organizations with the express purpose of better serving the district and public education(**). | 1 | 2 | 3 | 4 | 5 |

SECTION II. AVERAGE SCORE: \_\_\_\_\_

EVALUATOR'S COMMENTS:

SUPERINTENDENT'S COMMENTS:

(\*), (\*\*) for an explanation of the asterisks see page 13

## SECTION III. SUPERINTENDENT PERFORMANCE ON DISTRICT GOALS FOR 19\_\_-19\_\_.

1. MARGINAL (Does Not Meet)
2. FAIR (Needs Improvement)
3. COMPETENT (Meets)
4. COMMENDABLE (Exceeds)
5. DISTINGUISHED (Exemplary)

## SUPERINTENDENT:

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5

SECTION III. AVERAGE SCORE: \_\_\_\_\_

EVALUATOR'S COMMENTS:

SUPERINTENDENT'S COMMENTS:



OVERALL RATING

		<u>Average</u> <u>Score</u>	<u>Multiplier</u>	<u>Total</u>
Section I.	General Performance Characteristics	_____	X <u>1.0</u>	_____
Section II.	Performance Factors	_____	X <u>2.0</u>	_____
Section III.	Performance on District Goals	_____	X <u>3.0</u>	_____
Grand Total				_____
FINAL RATING (Grand Total/6)				_____

EVALUATOR'S COMMENTS:SUPERINTENDENT'S COMMENTS:

(Final composite form only)

Signatures: \_\_\_\_\_

Board President

\_\_\_\_\_  
Superintendent

## SECTION IV. PERFORMANCE IMPROVEMENT TARGET(S) FOR 19\_\_ - 19\_\_

A Performance Improvement Target should be identified for each criterion in Section II and possibly Section I on which performance was rated as unsatisfactory (1) or fair (2) or other areas as desired. A separate target should be written for each low ranking criterion. The number of targets should be limited to no more than five (5). The evaluator and superintendent should mutually agree on the procedure or action plan, appraisal method and timelines. All timelines should coordinate with next year's evaluation cycle.

Performance Improvement TARGET number: \_\_\_\_\_

A. PERFORMANCE FACTOR OR CHARACTERISTIC: \_\_\_\_\_

B. CRITERION: \_\_\_\_\_

C. IMPROVEMENT TARGET TO BE ACHIEVED (WHAT DO WE WANT TO ACCOMPLISH?): \_\_\_\_\_

D. PROCEDURES FOR ACHIEVING TARGET (PLAN OF ACTION): \_\_\_\_\_

E. APPRAISAL METHOD AND TIMELINES: \_\_\_\_\_

EVALUATOR'S COMMENTS:	SUPERINTENDENT'S COMMENTS:

Date Performance Improvement Target developed: \_\_\_\_\_

Date Performance Improvement Target achieved/appraised: \_\_\_\_\_

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Superintendent

### SELECTING SUPERINTENDENT PERFORMANCE CRITERIA

A recent research study (1) was conducted to identify superintendent evaluation items which have the power to discriminate or measure differences among superintendents performances. Based on a review of literature, superintendent evaluation instruments, job descriptions, and critical work analyses, a questionnaire containing 87 criteria was developed and tested in the spring of 1987. Completed questionnaires were received from 451 participants consisting of board members, superintendents, administrators, and others in 30 school districts located in Iowa, Wyoming, Missouri, and Michigan. A minimum of 15 raters from each school district used a five-point Likert-type scale to rate performance of the superintendent in order to test the discrimination power of each item on the questionnaire.

A discriminating item, according to the statistical method used in the research study, is defined as one which has a minimum variance or disagreement among raters in a group and maximum variance between the superintendents being rated.

Two pools of discriminating items were identified. The first pool of 71 items was based on the findings of 15 raters per group, each from one of 30 school districts. The second pool of 51 items was based on findings of seven raters, all who were board members, from the 23 school districts in which all seven board members rated the superintendent's performance. The 51 discriminating items from the second pool (board members only) were used to create the sample Superintendent Appraisal Form (see page 3).

All 51 items in the sample Appraisal Form (p. 3) have the power to discriminate. Items followed by a single or double asterisk (\*) reported a significant difference between the mean values of three groups of board member raters based on district enrollment size (<999, 1000 to 2999, and ≥3000 students). The mean values were significantly higher for one or both of the larger enrollment groups than for the smaller enrollment group of boards in all asterisked (\*) items. The single asterisk (\*) identifies items with mean values which were significantly different at the .05 level of confidence; the double asterisk (\*\*) identifies items with a significant mean value difference at the .01 level of confidence. Before the form can be used, the board and superintendent should carefully review and determine which of the items, including all asterisked items, will be included on the final instrument.

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1 "Selecting Performance Criteria for the Evaluation of Public School Superintendents Based on Item Discrimination Power." Unpublished Ph.D. Dissertation, Iowa State University, 1987, by Wayne J. Lueders

Based on the responses of the 23 groups of school board members, 36 of the original 87 items were rejected as having the power to discriminate. The 36 items all failed to meet the minimum criteria used in the study to select items which discriminate between the performances of superintendents. Based on further review, the non-discriminating items were classified into one of three categories: A.) items which had too small a variance or difference between superintendents' ratings, B.) items which had too large a variance within each group (board), and C.) all other non-discriminating items. The 36 non-discriminating items are presented in a table titled, "Non-Discriminating Items Based on Rating of Seven Member Boards" found on the following pages. Each item has a letter designating the appropriate category (A, B, or C) in parenthesis following the item.

An example of a category "A" item which had too small a variance between superintendents to be discriminating, is item #7, Part I, "Demonstrates appropriate grooming and attire." All groups of board members rated their superintendent very highly and statistically equal on his or her grooming and attire. The item will produce a high rating in all normal settings. Category "B" represents items which had too large a variance within the groups for the items to be discriminating. Only one item was identified in this group. Board members within each of the boards could not agree on the superintendent's rating on item #7, Part II, "Treats board members in an unbiased and impartial manner." Members of the individual board reported a wide range of responses as to how the superintendent treats individual board members. Category "C" contains all the other non-discriminating items. There appears to be no obvious conclusion for the exclusion of these items

NON-DISCRIMINATING ITEMS BASED ON RATING OF SEVEN-MEMBER BOARDSSECTION I. GENERAL PERFORMANCE CHARACTERISTICS

1. Distinguishes between prime problems and trivialities. (C)
2. Demonstrates effective listening skills. (C)
3. Supports people who are responsible to the superintendent. (A)
4. Demonstrates fairness and impartiality in all personnel matters. (A)
5. Demonstrates a sense of humor at appropriate times. (C)
6. Adjusts rapidly to change in plans and procedures. (C)
7. Demonstrates appropriate grooming and attire. (A)
8. Demonstrates thorough knowledge and understanding of the role of superintendent. (C)
9. Demonstrates an understanding of the problems that exist at the school board level. (A)

SECTION II. PERFORMANCE FACTORS

## IMPROVING THE EDUCATIONAL PROCESS

1. Provides a meaningful organization and articulation of instruction throughout the district. (C)
2. Directs the recommendation and dissemination of the latest developments in curriculum, materials, and instructional technology to meet the needs of the students. (C)

## WORKING WITH THE BOARD

3. Provides effective assistance and guidance to the board in development and maintenance of current board policies. (C)
4. Effectively plans, prepares, and distributes written school board meeting agendas and supporting material on a timely basis prior to each meeting. (A)
5. Supports and implements policies, procedures, and actions of the board to the public and staff. (A)
6. Demonstrates promptness and accuracy in reports to the board. (A)
7. Treats board members in an unbiased and impartial manner. (B)
8. Encourages board members to read publications and attend appropriate educational inservice meetings. (C)

## DEVELOPING STAFF PERSONNEL

9. Recruits, hires, and assigns highly qualified personnel based on written application and job descriptions. (C)
10. Maintains clear lines of responsibility among staff members. (A)
11. Delegates authority consistent with the capabilities and positions of personnel. (C)
12. Demonstrates ability to accept the ultimate responsibility for the decision of the district's staff. (C)
13. Recommends to the board economic settlement levels for collective bargaining and meet-and-confer groups which are in the best interest of the district. (A)
14. Administers personnel policies and negotiates contract language in a firm and impartial manner treating all staff fairly. (A)

## MANAGING OPERATIONS

15. Provides accurate projections and preparation of the annual budget based on the goals and objectives of the board. (A)
16. Effectively monitors the execution of the budget as provided by board policy and accounting procedures. (A)
17. Oversees and administers the safe and proper use of district facilities and resources. (A)
18. Provides for utilization and development of appropriate sources of revenue. (A)
19. Supervises the efficient maintenance of school records including financial reports, personnel records, and official documents including the board policy manual. (A)
20. Effectively organizes all support services, including transportation, maintenance, and clerical, necessary to facilitate effective student learning. (A)
21. Develops and implements plans to attain goals which include progress reports to the board. (C)
22. Provides for advanced planning and building utilization making recommendations on renovations, closings, construction, and attendance boundaries. (A)

## WORKING WITH THE COMMUNITY

23. Ensures compliance of board policy relating to the district's operations and the state and federal laws, rules, and regulations. (A)

24. Effectively represents the district and its board in its interactions with other school systems and institutions. (C)

PROFESSIONAL AND PERSONAL DEVELOPMENT

25. Participates in professional growth activities. (A)
26. Maintains a firm belief that public schools are operated for the benefit of the children. (A)
27. Makes candid observations and inquiries when given opportunity to express honest opinion. (C)

- 
- (A) Items which did not discriminate because the variance or difference between superintendents was too small.
- (B) Items which did not discriminate because the variance or difference among board members was too large.
- (C) All other non discriminating items.

## APPENDIX B



Table 5

Criteria Categories for Evaluating Superintendents' Performance

Districts by Rank	1	2	3	4	5	6	8	9	10	11	12	13	14	15
Relationship with School Board	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Relationship with Professional Staff	3	2	3	3	3	3	3	3	3	2	3	3	3	3
Public/Community Relationship	3	3	3	3	3	3	3	3	3	2	2	3	3	3
Student Relationship	0	0	2	0	0	2	0	0	0	0	0	0	2	3
Business/Fiscal	3	3	3	0	3	3	3	0	2	3	3	2	3	3
Professional/Personal Character	3	3	2	3	3	3	3	3	3	3	3	3	3	3
Achievement of District Goals	3	2	3	3	3	3	0	3	3	2	3	2	3	0
Educational Leader	3	3	2	2	2	3	2	2	3	0	2	2	2	2
Policy vs. Administration	2	2	2	2	2	1	2	3	2	2	3	2	3	3
General Effectiveness of Profession	3	3	2	3	2	3	2	2	3	2	2	3	3	3

Table 5 (Cont)

Criteria Categories for Evaluating Superintendents' Performance

Districts by Rank	18	19	20	23	24	25	26	28	29	30	Total **75	Percent
Relationship with School Board	3	3	3	3	3	3	3	3	3	3	72	100
Relationship with Professional Staff	3	3	3	3	3	3	3	3	3	3	70	97.3
Public/Community Relationship	3	3	3	3	3	1	3	3	3	3	68	94.7
Student Relationship	0	0	2	2	3	2	0	0	0	0	18	24
Business/ Fiscal	3	3	3	2	3	1	3	3	3	3	61	84
Professional/ Personal Character	3	3	3	3	3	3	3	3	3	3	71	98.7
Achievement of District Goals	3	2	3	3	2	3	0	0	0	3	52	73.3
Educational Leader	3	2	2	2	2	0	2	3	3	2	51	70.7
Policy vs. Administration	1	3	2	2	2	0	3	2	2	3	51	70.7
General Effective- ness of Profession	3	2	2	3	3	3	2	2	2	3	61	85.3

\*School districts with ranks of 7, 16, 21, 22, and 27 are not listed because the forms are not conducive to the criteria chosen for this study.

\*Each instrument was analyzed by three experts for the criteria within the instrument, giving a possibility of three points for each category.

\*\*A total of twenty-five instruments were analyzed with a possibility of three points each. Total possible points equal seventy-five

Table 6

Public School Enrollments in Rank Order by District

Rank	K-12 Total
1	30109
2	18110
3	17044
4	14456
5	11717
6	10073
7	9431
8	9413
9	7445
10	5738
11	5637
12	5061
13	5014
14	4929
15	4900
16	4813
17	4754
18	4636
19	4408
20	4310
21	3689
22	3464
23	3331
24	3277
25	3032
26	2988
27	2917
28	2916
29	2588
30	2557

N = 30      Number of Students:    212757

Percent of Students in Iowa: 43.8

\*Source: IA Department of Education, Basic Educational Data Survey (1991-92)

Table 7

Methods Categories for Evaluating Superintendents' Performance

Districts by Rank	Traits & Skills	Perform. Checklist Rating Scale	Evaluation by Objectives
1		x	
2		x	
3		x	x
4		x	
5		x	
6		x	x
7		x	
8		x	
9		x	x
10		x	
11		x	x
12		x	
13		x	
14		x	
15		x	
16	x		x
17		x	
18		x	
19		x	
20		x	
21	x		
22	x		
23		x	
24		x	
25		x	
26		x	
27	x		x
28		x	
29		x	x
30		x	x
Totals (possible 30)	4	26	8
Percent	13.3	86.7	26.7

\*frequency totals more than 30 and percent totals more than 100 because some instruments use two different methods within the same document.